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AUTHOR	Nagle, John M.; Walker, Harold E.
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ABSTRACT

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning and evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. This companion booklet to the Component Four implementation booklet describes in detail how personnel in a particular school district successfully developed and implemented a strategy for involving representatives of their community in identifying broad educational expectations, including the processes used to plan the strategy, the activities carried out during implementation, and the resulting product. Strategy planning included three preliminary planning sessions, identification and organization of a steering committee, and development of a detailed goal definition strategy. Implementation activities included meetings of a community advisory committee, administration of an opinion poll, and use of response forms. The resulting product of these activities is the completed hierarchy of community-defined educational goals reproduced here. Based on actual experiences in South Lane School District (Oregon), the strategy is presented here to illustrate one of many possible approaches to implementing Component Four. (Author/JM)

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A Supplement to the Component Four Implementation Booklet

Broad Goal Definition in Emerald School District

Authored by
John M. Nagle
Harold E. Walker

Graphic Design
Marvin W. Boggs

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EA 011 378

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CASEA • Center for Educational Policy and Management, University of Oregon, Eugene, Oregon, 197

Preface

SPECS is a comprehensive set of procedures and materials designed to facilitate program planning and evaluation in schools. Initial development of the system began in 1969. It was implemented on a pilot basis in South Lane School District, Cottage Grove, Oregon, beginning in 1970, thoroughly revised during 1974 and 1975, and is currently being field-tested in a number of school districts throughout the United States. When the SPECS Program terminates in mid-1976, seven years will have been devoted to continuous development, testing, and refinement of the system.

To help personnel in a district learn more about SPECS, plan for its implementation, and begin to make any or all of its five components operational, we have developed several different kinds of materials. They include an illustrated monograph entitled *SPECS: What It Is and What It Does*, a series of implementation booklets relevant to each component of the system, and a set of operational forms for documenting program plans and results.

The implementation booklet for Component Four of SPECS describes the rationale for the component, discusses the challenge of developing goal statements that can in fact guide program planning and evaluation, and raises a series of nineteen questions about the content and processes of community-based goal definition. To supplement the implementation booklet, this particular booklet describes in detail how personnel in Emerald School District successfully developed and implemented a strategy for involving representatives of their community in identifying broad educational expectations—the processes used to plan the strategy, the activities carried out during implementation, and the resulting product. Based on actual experiences in South Lane School District, the Emerald strategy is presented here simply to illustrate one possible approach to implementing Component Four. It represents neither the only nor necessarily the best approach to community involvement in defining broad educational goals.

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I. Component Four Planning in Emerald School District

1. Three Preliminary Planning Sessions

In accordance with the district's Master Plan for implementing SPECS, personnel in Emerald School District initiated Component Four at the beginning of the second year of SPECS implementation activities in the district. During the month of August, the district's SPECS Coordinator met with the superintendent and school board chairman on three occasions to discuss the purposes of Component Four, the kinds of goal statements that seemed to be desirable, and possible strategies for involving community representatives in the goal definition process.

During these preliminary sessions, the questions and comments in the Component Four implementation booklet, entitled *Community-Based Broad Goal Definition*, stimulated discussion and led to several important decisions. First, it was decided that the district's SPECS Coordinator would assume ultimate responsibility for planning and implementing a strategy. Second, as soon as possible, he would organize a steering committee to advise and assist him. The committee would consist of ten members, including two board members, three staff members who resided in the district (a teacher, an administrator, and a classified staff member), and five other district residents (three of whom currently had children in the district's schools). And third, approximately nine months would be devoted to the entire process—from organizing the steering committee to presenting a completed goal hierarchy to the district's board of education. By that time, substantial information about the desired and actual outcomes of district programs would be available for comparing with community expectations and identifying major district needs.

2. Identification and Organization of a Steering Committee

Following the three preliminary planning sessions, the district's SPECS Coordinator began to identify and organize his ten-member Component Four Steering Committee. Several names of potential committee members had been suggested during the three preliminary sessions, but identification of additional names and final selection of committee members were left entirely to the Coordinator. He hoped to be able to identify individuals who regarded broad goal definition as an important community activity, who could meet frequently (an average of twice a month) throughout the next nine months, and who were likely to work well together. Before making his final selections, the Coordinator talked by telephone with each potential Steering Committee member about the purposes of Component Four and the responsibilities of being a Steering Committee member.

3. Development of a Detailed Goal Definition Strategy

In early September, the Coordinator convened the Steering Committee for the first of four weekly meetings. During these meetings, committee members reviewed the objectives of Component Four, clarified their roles and responsibilities, identified the desired characteristics of the district's goal hierarchy, and developed a specific strategy for involving representatives of Emerald's community in producing that hierarchy. Here again, the implementation booklet for Component Four proved to be very useful, for it focused discussion on the content and format of the desired goals and on specific strategies for defining those goals.

Prior to their first meeting in early September, Steering Committee members tried to answer the questions in the second section of the implementation booklet. Then, during the meeting, they shared and discussed their individual responses, recording them publicly on a large wallchart. Because their initial responses were very brief and sometimes reflected different points of view, committee members discussed the various questions in considerably more detail during the second and third meetings. As they did so, they expanded their initial responses, made them just as rich and informative as possible, and gradually developed consensus on a number of important issues. Finally, during their fourth planning session, Steering Committee members developed three products of their planning activities: (a) a wallchart of detailed responses to the nineteen questions presented in the Component Four implementation booklet (see Figure 1); (b) an outline description of the goal definition strategy that had evolved (see Figure 2); and (c) a chronology of specific activities in that strategy (see Figure 3).

By October 1, therefore, only one month after their initial meeting, Steering Committee members had made considerable progress in deciding how best to involve Emerald School District's community in broad goal definition. They had decided what they wanted the final product to look like; they had come to grips with a number of important definitional and procedural questions; and they had decided on the specifics of a goal definition strategy. In a relatively short time, they were ready to begin implementing Component Four.

Section two of this booklet documents what happened when each step in the timeline presented in Figure 3 was actually implemented. It also includes a tentative description of the district's plans for involving community representatives in periodic review and refinement of the resulting goal statements. Finally, section three includes the initial hierarchy of community-defined broad educational goals that was presented to the district's board of education in May of the school year.

Figure 1
Emerald School District: Final Detailed Steering Committee Responses to the Nineteen Questions Presented in the Component Four Implementation Booklet

Coordination

1. PLANNING THE STRATEGY—WHO/HOW?
   - The district's SPECS Coordinator ultimately responsible, but assisted by a 10-12 member Steering Committee (2 board members, 3 staff members, 5 patrons)
   - Convene the Steering Committee for 4 meetings in September, use Implementation Booklet to address content/process questions, and gradually develop a goal definition by recycling on the nineteen questions and responses during each meeting.
2. IMPLEMENTING THE STRATEGY—WHO/HOW?
   - The district's SPECS Coordinator ultimately responsible, but assisted by the Steering Committee

Product

3. NATURE OF GOALS IDENTIFIED DURING THE INITIAL EFFORT?
   - Focus exclusively on goals relevant to instructional programs, since those programs will be the primary focus of Component Three program planning and evaluation activities. Defer for the moment involving community representatives in defining goals relevant to noninstructional programs such as A-V services and pupil transportation (3.1)
   - Focus on "client outcome goals" only; avoid generating "program process goals," since they are primarily the responsibility of the district's professional staff (3.2)
   - Develop an "inclusive" or comprehensive goal hierarchy, since the district has no choice but to attend to all instructional goals for all children at all times and since eventually we expect to receive outcome data from most, if not all, instructional programs (3.3)
   - Thus: identify an inclusive set of client outcome goals relevant to all instruction programs (3.4)
4. PRIORITIES ASSIGNED TO THE GOAL STATEMENTS?
   - No—let's avoid involving the community in assigning priorities to goal statements
   - Instead, let's do this: Have either the district's Component Five goal assessment committee or its board of education assign priorities to the specific needs or discrepancies that will be identified in Component Five when desired and actual program outcomes are systematically related to the district's community-defined broad goals
5. LIMITS ON SIZE OF THE GOAL HIERARCHY?
   - Let's try to limit the number of goal sets to around a dozen and the total number of goal statements in the hierarchy to less than 150
6. FORMAT AND PHRASING OF GOAL STATEMENTS?
   - If possible, let's try to develop fairly complete goal statements, avoiding simply a word or a brief phrase; at the same time, let's avoid lengthy paragraphs comprised of multiple goal statements
   - It might be especially helpful if the goal hierarchy can be so structured that it's possible to trace complete sentences as one moves through it from very general categories to relatively specific goal statements
7. A SINGLE HIERARCHY OR MULTIPLE HIERARCHIES?
   - Let's develop a single hierarchy of goal statements for the district's total K-12 instructional program
   - We want the community to view the district as a total system rather than as a set of independent geographic or programmatic units

Participation

8. DEFINITION OF THE DISTRICT'S COMMUNITY?
   - "All residents within Emerald School District's attendance area who are physically and mentally able to participate in defining broad educational goals for the district's schools"
   - Includes teachers, administrators, and staff members who are also residents of the district; also includes junior and senior high school students
   - Excludes infants and very young children; residents who are unable to attend meetings, participate in group discussions, or prepare written responses; and taxpayers or district staff members who are not also residents of the district
9. SAMPLE SIZE AND SELECTION PROCESS?
   - Let's try to involve a representative sample of from 100-150 residents of the community, identified as the district's Community Advisory Committee (CAC)
   - Members of the CAC would be the principal source of goal statements and would have veto power over any goal statements included in the final hierarchy
   - A pure random sampling procedure would certainly be desirable, but it just doesn't seem possible. Therefore, let's try a kind of chain letter approach:
     (a) We'll develop a set of general criteria that should characterize the total CAC
     (b) Steering Committee members will identify an initial group of 30-40 individuals who as a group meet the criteria
     (c) Each of these individuals will be contacted by telephone and invited to serve on the CAC
     (d) Those who agree to serve will be asked to identify 5-7 additional individuals who as a group meet the criteria
     (e) And then each of the additional individuals will be contacted by telephone and invited to serve on the CAC
10. INCENTIVES TO PARTICIPATE IN THE GOAL DEFINITION PROCESS?
    - A clear description of the task to be completed and of the potential influence of community-defined goals on district policy and programs
    - Opportunities to make substantial contributions
    - Protection of the individual voice by avoiding processes that result in undue group pressure to agree

- Minimal time requirements of CAC members: no more than 20-25 hours during a 7-8 month period of time
- Relatively few regular meetings, with alternative times and dates for as many of the meetings as possible
- Plenty of information to CAC members about what's going on when
- Occasional public exposure of CAC members in the press and media

Process

11. GENERATE, SELECT, OR REACT TO INFORMATION?
    - Let's involve CAC members in generating as much information as possible, from scratch, so that they can make a substantial contribution to the district's goal hierarchy
    - Let's avoid any process that asks CAC members to simply "rubber-stamp" someone else's educational goals
    - Such a tabula rasa approach is more complex and requires more time, but it is likely to result in more appropriate goals and in greater commitment of CAC members to their final goal hierarchy
12. OPPORTUNITIES FOR FACE-TO-FACE INTERACTION?
    - Let's try to keep these to a bare minimum because of the time they require—no more than 4 or 5 meetings during a 7-8 month period
    - Let's try to balance group meetings with opportunities for CAC members to provide input by mail—different kinds of questionnaires or "response forms" that can be completed in private and anonymously and then sent to the Steering Committee for tabulation—perhaps as many as 4 or 5 such opportunities to provide input by mail
13. TIME CONSTRAINTS ON THE GOAL DEFINITION PROCESS?
    - No more than 20-25 hours required of CAC members during the entire process, including attendance at 4-5 meetings and completion of 4-5 response forms
    - At least bi-weekly meetings of the Steering Committee to coordinate the goal definition process and assist in tabulating responses, analyzing results, and preparing for subsequent meetings or mailouts
    - Let's try to complete the total process—from generation of initial goal statements to presentation of a completed goal hierarchy to the school board—by May of the current school year (approximately eight months from now)
14. BACKGROUND INFORMATION FOR THOSE INVOLVED?
    - If we want CAC members to generate goal statements rather than simply select or approve existing statements, we need to provide them with a good deal of background information—including:
      (a) the district's current educational philosophy and goals,
      (b) the recently released "State Goals for Public Elementary and Secondary Schools,"
      (c) current opinions of some adults and students in the district regarding the most important goals of a public school education, and
      (d) any illustrative goal statements or goal hierarchies that have been developed by other public school districts
    - In addition, CAC members need to have some idea of how the goals will be developed (a brief description of our goal definition strategy) and of how they will be used (a brief description of SPECS, particularly the relation of Components Three and Four to Component Five)
15. METHODS FOR GATHERING OPINIONS?
    - Conduct a brief opinion poll among both citizens and students in order to provide the CAC with a general idea of what some residents of the community consider to be the most important goals of a public school education
    - Hold a small number of meetings of the CAC so that members can discuss possible goal statements with each other and can argue about the relative value of including or excluding particular statements in the district's final goal hierarchy
    - Send a small number of response forms to CAC members so that they can express their opinions as individuals:
      (a) a form for initially generating goal statements,
      (b) a form for generating reasons for including or excluding particular goals in the hierarchy,
      (c) and forms for voting on whether particular goals should or should not be included in the hierarchy
    - The meetings will give CAC members an opportunity to receive information and share opinions; the written response forms will enable them to make recommendations without concern for group reactions or evaluative judgments
16. CHRONOLOGY OF ACTIVITIES?
    (See Figures 2 and 3 for the specific chronology of planned activities in Emerald School District's goal definition strategy)

Use

17. PRESENTATION OF THE COMPLETED HIERARCHY TO THE BOARD?
    - When completed, the hierarchy will be jointly presented to the board by the CAC and Steering Committee—hopefully by the end of May of the current school year
    - The board will be asked to "accept" or "acknowledge" the goal hierarchy as the community's input to Component Five
    - No request will be made that the goals be adopted as board policy
18. DISSEMINATION OF THE HIERARCHY?
    - Possible methods: production of a large wallchart in the board room, printing of the goal hierarchy in local newspapers, distribution of goal booklets to students, staff, citizens, etc.
19. PROCEDURES FOR REVIEW AND UPDATING?
    - A process, to be detailed later, that involves the CAC in an annual review and updating of the goal hierarchy

Figure 2
Sequence of Component Four Meetings and Response Forms in Emerald School District

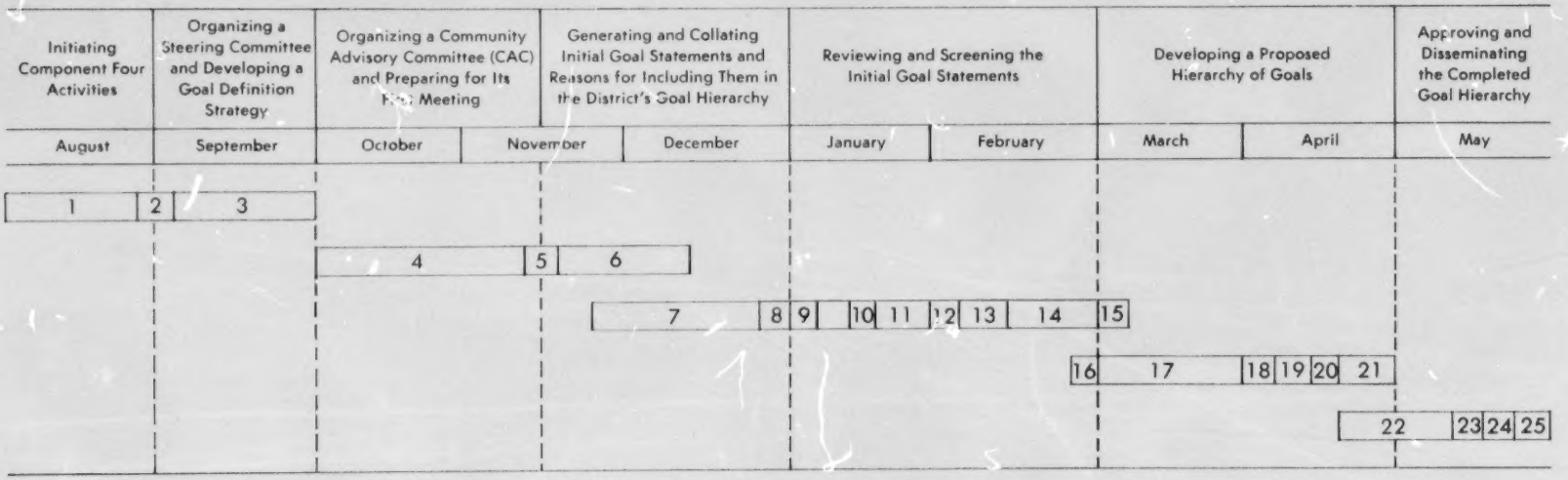
Date	Description of Meeting or Response Form	Information Presented or Collected
November	*First meeting* of CAC members: Present background information	• opinion poll results • current district goals • state guidelines • exemplary goals
November	*Response Form #1* to CAC members: Solicit suggested goal statements and reasons for their inclusion in the goal hierarchy	$CAC(gs + r^{\pm})$
January	*Response Form #2* to CAC members: Report to CAC on the collated goal statements and reasons; and solicit from CAC reasons for excluding particular goal statements from the goal hierarchy	r^- for $CAC(gs)$
January	*Second Meeting* of CAC members: Record, discuss, and refine all goal statements and reasons suggested by CAC members	$CAC\ (gs + r^+)$
February	*Response Form #3* to CAC members: Identify those goal statements that have the support of at least 80 percent of the CAC	$CAC(gs + r^{\pm})$ 80% support
March	Tabulate the results of Response Form #3, report the results to CAC members, and create a Task Force to develop a goal hierarchy that includes CAC-generated goal statements and reasons as well as additional Task Force-generated goal statements and reasons for their inclusion	$\triangle < \begin{matrix} CAC(gs + r^{\pm}) \\ TF(gs + r^{\pm}) \end{matrix}$
April	*Third meeting* of CAC members: Present the proposed goal hierarchy to CAC members and solicit from them reasons for excluding particular goal statements suggested by the Task Force	r^- for $TF(gs)$
April	*Response Form #4* to CAC members: Present total hierarchy of goals and reasons and ask CAC members to identify (a) those CAC-generated goal statements that 80 percent of the CAC now want to delete from the hierarchy and (b) those Task Force-generated goal statements that 80 percent of the CAC now want to add to the hierarchy	$\triangle < \begin{matrix} CAC(gs + r^{\pm}) \\ \quad 20\%\ \text{support} \\ TF(gs + r^{\pm}) \\ \quad 80\%\ \text{support} \end{matrix}$
May	*Fourth meeting* of CAC members: Present the resulting hierarchy of goal statements to the CAC	$\triangle - gs$

Key

CAC: Community Advisory Committee
gs: goal statements
r^+: reasons for including goal statements in the district's goal hierarchy
r^-: reasons for excluding goal statements in the district's goal hierarchy
TF: task force
$\triangle$: hierarchy

Figure 3

Timeline of Planned Component Four Activities in Emerald School District
(Initiated during the second year of SPECS implementation activities in the district)



1. Three preliminary planning sessions involving the district's board chairman, superintendent, and SPECS Coordinator.
2. Identification and organization of a ten-person Steering Committee.
3. Four Steering Committee planning sessions to develop a detailed goal definition strategy.
4. Preparation for the first meeting of the district's Community Advisory Committee (CAC):
   - 4.1 formation of a 100-120-person CAC,
   - 4.2 identification of six broad goal areas,
   - 4.3 development, administration, tabulation, and reporting of an opinion poll conducted among students and adults in the district,
   - 4.4 identification of Emerald School District's current educational philosophy and goals,
   - 4.5 identification of the state's recommended goals for elementary and secondary schools,
   - 4.6 identification of exemplary sets of goals,
   - 4.7 preparation of Response Form #1: for generating initial goal statements and specific reasons for including them in the district's goal hierarchy.
5. First meeting of CAC members: to review the goal definition process, invite CAC members to discuss possible goal statements within each broad goal area, present background information, and distribute Response Form #1 to all CAC members.
6. Return by CAC members of completed Response Form #1.
7. Collation and editing of all CAC-generated goal statements and reasons.
8. Preparation of Response Form #2, for generating reasons for excluding particular goal statements from the district's goal hierarchy.
9. Distribution of Response Form #2 to all CAC members.
10. Second meeting of CAC members: to discuss Response Form #2 and share reasons for including or excluding particular goal statements.
11. Preparation of Response Form #3: for screening the various goal statements that have been generated and discussed.
12. Distribution of Response Form #3 to all CAC members.
13. Return by CAC members of completed Response Form #3.
14. Tabulation of responses and screening of goal statements for inclusion or exclusion.
15. Distribution of the results of Response Form #3 to all CAC members.
16. Identification of members of a special task force.
17. Development by the task force of a proposed goal hierarchy composed of both CAC- and task force-generated goal statements.
18. Third meeting of CAC members: to review and discuss the proposed goal hierarchy.
19. Preparation of Response Form #4: for voting on the proposed goal hierarchy.
20. Distribution of Response Form #4 to all CAC members.
21. Return by CAC members of completed Response Form #4.
22. Tabulation of responses and revision of the originally proposed goal hierarchy.
23. Fourth meeting of CAC members: to preview the district's completed goal hierarchy.
24. Presentation of the completed goal hierarchy to the district's board of education and subsequent dissemination of it as appropriate.
25. Development of procedures for reviewing and revising the goal hierarchy.

II. Implementing Emerald School District's Strategy for Broad Goal Definition

4. Preparation for the First Meeting of the District's Community Advisory Committee (CAC)

4.1 Formation of the CAC. During October, Steering Committee members identified 120 residents of Emerald School District who were willing to serve on the CAC. They began by identifying a series of criteria that they hoped would characterize the total CAC. For example, they agreed unanimously that the CAC should include a reasonable balance of individuals of different ages and educational backgrounds, as well as a reasonable balance of parents and nonparents, in-town and out-of-town residents, homeowners and renters, blue-collar and white-collar workers, students and nonstudents, and educators and noneducators. To determine what constituted a "reasonable balance," they obtained information from the local county offices regarding the relative proportion of district residents in each of the above categories.

Once these general criteria and proportions had been determined, Steering Committee members nominated individuals for possible membership on the CAC, indicating which criteria each individual appeared to meet. Eventually, after a thorough review of all nominations, they were able to identify an initial group of 35 district residents who seemed, as a group, to fit reasonably well the desired characteristics of the CAC.

Each of the 35 individuals was then contacted by telephone, and, after receiving a brief explanation of the purposes and processes of Component Four, he or she was invited to participate as a member of the CAC. Of the 35 individuals contacted, 10 declined to participate for one reason or another. Each of the remaining 25 individuals was asked to nominate 5-7 additional district residents who, as a group, satisfied the accepted criteria and might also be willing to serve on the CAC.

These additional nominees were then contacted by telephone, and, after the planned Component Four strategy was explained to them, they too were invited to join the CAC. As before, some accepted the invitation and others did not. By the end of October, however, after numerous phone calls and several meetings of the Steering Committee, the district's 120-member Community Advisory Committee was finally established, and all CAC members were requested to attend an organizational meeting in mid-November.

Even though the criteria for CAC membership had been extremely arbitrary, and even though members had been essentially hand-picked, the group of individuals who eventually agreed to serve on the CAC appeared to be reasonably representative of Emerald's total community. For this reason, Steering Committee members were generally satisfied with the selection procedures they had used. While the procedures had certainly not been statistically perfect, they had been practical, and they had enabled the committee to identify a group of 120 patrons who were seriously interested in participating in the goal definition effort.

4.2 Identification of Six Broad Goal Areas. Prior to the first meeting of the CAC in mid-November, Steering Committee members had a number of additional tasks to complete. In early October, they identified and defined six broad goal areas that could serve as initial cluster headings during the generation of goal statements. These broad goal areas (see Figure 4) were considered to be simply points of departure for goal definition; they were neither viewed as permanent categories nor as necessary goal statements in Emerald's final goal hierarchy.

Figure 4: Six Initial Broad Goal Areas

Six Initial Broad Goal Areas

These six broad goal areas are considered to be initial organizing themes, points of departure for beginning to generate possible goal statements for the district's goal hierarchy. They are neither all-inclusive nor permanent, for they will undoubtedly be expanded and modified substantially during the next six to eight months.

1.0 *Basic Skills Development*

This area of education has to do with developing a student's ability to think and with developing his mastery of the use of numbers and language—his ability to measure, compute, read, write, speak, listen, reason, etc.

2.0 *Moral and Spiritual Development*

This area of education has to do with developing a student's moral, ethical, and spiritual values—how he perceives himself and others in terms of such concepts as honesty, justice, fair play, personal honor, freedom, and religion.

3.0 *Economic Life and the World of Work*

This area of education has to do with developing a student's knowledge and skills required to meet the demands of the labor market and to be an effective and efficient consumer—his ability to buy wisely, file income tax, obtain a mortgage, purchase insurance, etc.

4.0 *Citizenship*

This area of education has to do with developing a student's recognition of the rights and responsibilities of being an American citizen—the skills, understandings, beliefs, and commitments necessary for government by, for, and of the people.

5.0 *Cultural Development*

This area of education has to do with developing a student's knowledge of his own as well as other cultures and with developing his appreciation of the arts—music, drama, painting, creative writing, dance, etc.

6.0 *Health and Recreation*

This area of education has to do with developing and maintaining a student's physical and mental well-being—his attention to good nutritional habits, personal hygiene, physical exercise, recreational interests, etc.

4.3 Conducting an Opinion Poll. Also in October, Steering Committee members developed a brief questionnaire (see Figure 5) designed to ta, the opinions of both adults and students in the district regarding what they considered to be the most important goals of twelve years of public education. The questionnaire asked respondents to indicate the priority they placed on 27 possible goals and to suggest any additional goals they felt the CAC should consider during its deliberations.

To reach junior and senior high school students, the questionnaire was distributed, discussed, completed, and returned during a single class period especially scheduled for that purpose. Naturally, the number of responses was extremely high—close to 90 percent of all junior and senior high school students in the district. To reach adult residents of the district, the questionnaire was published in local newspapers, distributed in banks and supermarkets, and sent home with students in grades 4 and 7. Respondents were asked to complete the questionnaire and to return it to the district office as soon as possible so that their responses could be tabulated and presented to the CAC. Approximately 2000 responses were eventually received. Even though these undoubtedly included some duplicate responses from certain individuals and a small number of responses from students or from nonresidents, Steering Committee members were very pleased that approximately 10 percent of the district's adult population had taken the time to complete the questionnaire.

When all completed questionnaires had been received from students and from other residents of the district, central office staff members tabulated the responses, computed percentages, and prepared a brief report that compared student and adult responses on each of the 27 questionnaire items. (See Figure 6 for excerpts from that report.) The first section of the report presented, in terms of percentages, the frequency of priority ratings given by the two groups to the first few goal statements in the questionnaire. The next two sections listed the nine highest priority and six lowest priority goals of each group. And the final section included a partial list of the additional high priority goals suggested by all respondents. Throughout the report, great care was taken to present the data without either interpreting or evaluating the opinions expressed.

Figure 5: The Broad Goal Questionnaire Administered to Adults and Students in Emerald School District

A QUESTIONNAIRE FOR ADULTS AND STUDENTS IN EMERALD SCHOOL DISTRICT

WHAT DO *YOU* THINK?

"What do you think are the most important things that public schools in Emerald should be doing for students?" That's the critical question we want to ask and answer during the next eight months. Your contribution to our efforts is very important and will be greatly appreciated.

Use a 5-point scale to indicate the priority you place upon each of the following goal statements. Please circle your choice.

(5) This goal is *critical*, essential, mandatory.
(4) This goal is *very important*, but probably not critical.
(3) This goal is *important*.
(2) This goal is *relatively unimportant*.
(1) This goal is *unimportant* or *inappropriate*.

Your responses will be used by the district's 120-member Community Advisory Committee during the next few months as its members try to develop a hierarchy of broad educational goals for the district.

Thank you for your help. Please return your responses to the district office as soon as possible.

Here are some possible educational goals for the district:	*How important is this goal?*
1. Helping each student develop an inquiring mind, not just a mind filled with facts.	5 4 3 2 1
2. Helping each child understand that freedom and responsibility go hand in hand.	5 4 3 2 1
3. Helping each child learn how to learn.	5 4 3 2 1
4. Teaching creative writing, drama, art, and music at all grade levels.	5 4 3 2 1
5. Preparing a student for a job.	5 4 3 2 1
6. Developing in students a recognition of their rights and responsibilities as American citizens.	5 4 3 2 1
7. Helping each student develop specific vocational skills (shorthand, typing, mechanics, woodworking, etc.).	5 4 3 2 1
8. Involving each student for twelve years in a program of physical and health education.	5 4 3 2 1
9. Encouraging original thinking and inventiveness.	5 4 3 2 1
10. Helping each child develop proficiency in the use of language (reading, writing, speaking) and in the use of numbers.	5 4 3 2 1
11. Teaching students how to complete an income tax return, take out a home mortgage, buy insurance, and conduct other consumer affairs.	5 4 3 2 1

	How important is this goal?
12. Developing in students a regard for other people and their property.	5 4 3 2 1
13. Teaching students about various types of credit or contract purchases and their associated interest rates.	5 4 3 2 1
14. Developing students' self-discipline and self-appraisal skills.	5 4 3 2 1
15. Providing pre-schoolers with some basic educational experiences by means of kindergartens, nursery schools or child care centers.	5 4 3 2 1
16. Developing in all students a saleable vocational skill, even though many students plan to enter college.	5 4 3 2 1
17. Teaching students about taxation on all levels—governmental and commercial.	5 4 3 2 1
18. Making students aware of vocational areas—their qualification requirements, income potential, etc.	5 4 3 2 1
19. Helping each student acquire an understanding of the U.S. Constitution and its guarantees of individual freedoms.	5 4 3 2 1
20. Encouraging students to devote some part of their recreational time to service projects.	5 4 3 2 1
21. Helping students acquire the knowledge and skills of "wise buying"—knowing what to look for in quality and price.	5 4 3 2 1
22. Developing each student's understanding of the election process and of specific voting procedures at federal, state, and local levels.	5 4 3 2 1
23. Developing each student's appreciation of music and dance.	5 4 3 2 1
24. Developing in students good nutritional habits.	5 4 3 2 1
25. Developing in students an awareness and appreciation of the natural beauty of their surrounding environment.	5 4 3 2 1
26. Developing each student's imagination and creativity.	5 4 3 2 1
27. Helping each student develop a balanced understanding of both the nation's strengths and its current problems.	5 4 3 2 1

If you wish to suggest other goal statements that you think should be considered by the district's Community Advisory Committee, please list them on a separate sheet of paper and submit them along with your response to this questionnaire.

This questionnaire is part of a comprehensive strategy for involving a representative group from Emerald's community in broad goal definition. For further information, please contact the Goal Definition Steering Committee, District Office, Emerald School District.

SECTION A: Last month, both adults and secondary school students in Emerald School District were asked to identify the most important things that Emerald's public schools should be doing for students. Responses received from more than 2,000 adults and nearly 1,000 secondary school students are shown below as percentages. A 5-point scale was used to indicate priority.

(5) This goal is *critical*, essential, mandatory.
(4) This goal is *very important*, but probably not critical.
(3) This goal is *important*.
(2) This goal is *relatively unimportant*.
(1) This goal is *unimportant* or *inappropriate*.

Goal Statement	% of *Adults* who rated the goal statement					% of *Students* v the goal stat		
	5	4	3	2	1	5	4	3
1. Helping each student develop an inquiring mind, not just a mind filled with facts.	44	22	22	5	7	28	48	18
2. Helping each child understand that freedom and responsibility go hand in hand.	59	23	13	1	5	30	32	31
3. Helping each child learn how to learn.	58	19	16	3	6	37	27	30
4. Teaching creative writing, drama, art, and music at all grade levels.	6	12	47	20	13	10	11	38
5. Preparing a student for a job.	46	16	29	7	3	52	30	13
6. Developing in students a recognition of their rights and responsibilities as American citizens.	46	21	27	3	3	30	42	2
7. Helping each student develop specific vocational skills (shorthand, typing, mechanics, woodworking, etc.).	30	32	24	9	7	19	43	

SECTION B: Based upon the percentage of respondents who rated a particular goal statement either 4 (very important) or 5 (critical), here are the nine *highest priority* goal statements as seen . . .

. . . by adults	Rank	. . . by students
Helping each student understand that freedom and responsibility go hand in hand (82%)	1st most important	Preparing a student for a job (82%)
Developing in students a regard for other people and their property (80%)	2nd most important	Helping each student develop an inquiring mind, not just a mind filled with facts (76%)
Helping each student develop proficiency in the use of language (reading, writing, speaking) and in the use of numbers (79%)	3rd most important	Developing in students a recognition of their rights and responsibilities as American citizens (72%)
Helping each student learn how to learn (77%)	4th most important	Helping each student learn how to learn (64%)
Developing in students a recognition of their rights and responsibilities as American citizens (67%)	5th most important	Helping each child understand that freedom and responsibility go hand in hand (62%)
Helping each student develop an inquiring mind, not just a mind filled with facts (66%)	6th most important	Helping each student develop vocational skills (shorthand, typing, mechanics, woodworking, etc.) (62%)
Developing students' self-discipline and self-appraisal skills (63%)	7th most important	Encouraging original thinking and inventiveness (61%)
Preparing a student for a job (62%)	8th most important	Helping each child develop proficiency in the use of language (reading, writing, speaking) and in the use of numbers (59%)
Helping each student develop specific vocational skills (shorthand, typing, mechanics, woodworking, etc.) (62%)	9th most important	Developing in students a regard for other people and their property (57%)

Figure 6: Excerpts from the Report of Adult and Student Responses to Emerald School District's Broad Goal Questionnaire

SECTION C: Based upon the percentages of respondents who rated a particular goal statement either 2 (unimportant) or 1 (unimportant or inappropriate), here are the six *lowest priority* goal statements as seen . . .

. . . by adults	Rank	. . . by students
Developing each student's appreciation of music and dance (58%)	1st least important	Developing each student's appreciation of music and dance (64%)
Providing pre-schoolers with some basic educational experiences by means of kindergartens, nursery schools or child care centers (48%)	2nd least important	Teaching creative writing, drama, art, and music at all grade levels (42%)
Encouraging students to devote some part of their recreational time to service projects (35%)	3rd least important	Encouraging students to devote some part of their recreational time to service projects (36%)
Teaching creative writing, drama, art, and music at all grade levels (33%)	4th least important	Involving each in a program of cation (34%)
Developing in all students a saleable vocational skills, even though many students plan to enter college (31%)	5th least important	Developing in habits (34%)
Developing in students an awareness and appreciation of the natural beauty of their surrounding environment (30%)	6th least important	Providing pre educational kindergarten care centers

SECTION D: Here is a compilation of additional goal statements suggested by one or more respondents to the questionnaire:

1. Developing a student's appreciation of America and its history.
2. Helping students learn to work effectively in groups.
3. Making students more conscious of their environment.
4. Developing each student's ability to speak and read a foreign language.
5. Basic skills.
6. Ecology studies.
7. Developing each student's understanding of and ability to use the scientific method.
8. Helping each student develop self-esteem and a sense of his or her own worth as a human being.
9. A knowledge of the major religions of the world.
10. Knowledge of how to care for the body.
11. Ability to give first aid.

4.4 - 4.6 Preparation of Additional Background Information. In mid-October, Committee members asked the district's SPECS Coordinator to prepare a brief statement of the district's current educational philosophy and goals. They also asked him to obtain from the state department of education 120 copies of a recently prepared booklet entitled, "State Goals for Public Elementary and Secondary Schools." And thirdly, they asked him to search available literature and write to other school districts in order to identify four or five illustrative sets of broad educational goals that had been developed for other districts. (See Figure 7 for excerpts from these additional background documents prepared by the SPECS Coordinator for the Steering Committee.)

Figure 7: Background Information for CAC Members—Current Philosophy and Goals in the District, Current State Goals, and Illustrative Sets of Goals

Current Educational Philosophy and Goals in Emerald School District

It shall be the responsibility of the Emerald School District to ensure that each student attains his highest level of ability in educational and vocational skills, decision-making, and self-discipline in an environment in which he feels approval and belonging and experiences achievement. The educational atmosphere in the district shall be one of trust, understanding, and respect for others created by a free exchange of ideas, and sharing of knowledge and responsibilities among school, student, home, and community. The worth of all people shall be recognized, even though they may differ in race, religion, or philosophy.

Related to this particular educational philosophy of the district are the following twenty broad goal statements that should guide all school district experiences for students:

1. To help each student master the skills of language (reading, writing, speaking, and listening) and computing commensurate with his ability.
2. To help each student develop a spirit of inquiry and a commitment to learning.
3. To help each student think critically and creatively in dealing with new situations.
4. To help each student use effectively the processes of scientific method and apply them in the solution of problems.
5. To help each student develop a respect for law and order and for the personal and social rights of each individual.
6. To help each student develop faith in the intelligence of a democratic society to solve its problems.
7. To help each student increase his sensitivity toward beauty in his environment and to realize pleasure and satisfaction in both the creative and the appreciative aspects of art, music, and literature.
8. To help each student recognize the family as the basic institution of our society and gain an appreciation, respect, loyalty, and sense of responsibility for the family unit.
9. To help each student gain a knowledge of our natural and human resources and the necessity for their wise use.
10. To help each student understand the work of the economic system in our society and have some comprehension of other systems.
11. To help each student acquire the skills and understandings that will provide a foundation for vocational success.
12. To help each student develop the understandings, wholesome attitudes, and desirable practices relating to the mental, physical, social, and emotional health of the individual, his family, and his community.

Excerpts from the Current
"State Goals for Public Elementary and Secondary Schools"

Following a series of hearings around the state, the State Board of Education and its Department of Public Instruction identified eleven priority areas for public elementary and secondary school districts. The following five priority areas (and their illustrative goal statements) relate directly to the instruction of students:

I. *Primary Education Development*

To assure development in primary education of the basic skills of reading, writing, and arithmetic.

II. *Improved Education for the Disadvantaged*

To develop and support learning experiences for the culturally disadvantaged.

To minimize learning failures that can be attributed to socio-economic conditions, physical or emotional, or different ethnic origins.

To assure that each child learn to have confidence in his abilities to cope with his day-to-day problems of life.

III. *Adding the Fourth "R"—Responsibility*

To develop students who exhibit competence in politics and civic affairs, business and economics, civil rights, international relations, and environmental ecology.

To help students acquire moral values that will enable them to function effectively in individual and cooperative activities.

IV. *Career Education Development*

To make available career education programs based on the Occupational Cluster concept.

To assure opportunities for students for occupational training in the state's community colleges and private vocational schools.

To provide occupational guidance services to all students in exploratory occupational programs, grades 7 through 10.

V. *Extending Educational Opportunity*

To improve reading instruction through local district effort in elementary and secondary schools and community colleges.

To assure each student the opportunity of completing a full secondary school program.

To review high school graduation requirements.

Illustrative Goal Statements
from the Midwest Administrative Center
University of Chicago

A. INTELLECTUAL DIMENSIONS

1. Possession of knowledge—Concepts: A fund of information
2. Communication of knowledge—Skills: To acquire and transmit
3. Creation of knowledge—Habits: Discrimination and imagination
4. Desire for knowledge—Values: A love for learning

B. SOCIAL DIMENSIONS

5. Man to man: Cooperation i
6. Man to state: Civic rights a
7. Man to country: Loyalty to
8. Man to world: Later—rela

C. PERSONAL DIMENSIONS

9. Physical: Bodily health
10. Emotional: Mental healt
11. Ethical: Moral integrity
12. Aesthetic: Cultural and

D. PRODUCTIVE DIMENSIO

13. Vocation—Selective: In
14. Vocatio

Illustrative Goal Statements
from the American Association of
School Administrators

a. The instructional program must be extended downward to include kindergarten children.
b. Every child and youth must have as much education and as broad an education as his capacity will permit.
c. Opportunities for vocational training must be extended.
d. Instruction in science, mathematics, and languages must begin in the elementary school and be continued and extended to the fullest degree student capacities will permit.
e. Emphasis must be given to the humanities and the arts in the instructional program as a way to further develop the creative capacities of all students.
f. High priority must be given to the development of moral, spiritual, and ethical val

t and cope with social

reading, writing, and

nce of the intelligent

support community groups.

Illustrative Goal Statements
from Westport Public Schools
Westport, Connecticut

a. Students should acquire skills in: reading, writing, comprehension, speaking, listening, and computation.
b. Students should develop the ability to engage in problem solving. Key qualities to be developed will be the ability to handle and evaluate raw data and to think analytically.
c. Students should be helped to experience the pleasure and excitement of learning and given responsibility for their own continuing education.
d. Students should learn to practice the principles needed for responsible participation in a multi-racial, multi-cultural society. The schools create opportunities for students to experience personally, associations with people of different cultural backgrounds.
e. Students should possess an understanding of the world power structure.
f. Students should be helped to develop a readiness for change and a knowledge of their own strengths and
nesses.
g. Students should be helped
and complete pro
h. Stud

4.7 Preparation of Response Form #1. Finally in late October, the Steering Committee prepared six versions of Response Form #1 that CAC members could use to generate both initial goal statements and specific reasons for including those statements in the district's goal hierarchy (see Figure 8). Note that although each version of this first response form focused on one particular goal area, it also encouraged CAC members to generate goal statements and reasons for the other five goal areas as well.

Figure 8: Response Form #1 and Its Accompanying Cover Letter

November 15, 19

Dear CAC member,

Completing Response Form #1 is one of the most critical contributions you will make as a member of the district's Community Advisory Committee (CAC), for the goal statements you generate here will become the grist for the rest of the process.

During the meeting just concluded, you discussed possible goal statements for one or more of six broad goal areas. By the end of the meeting, you had selected one of those six areas for special attention. Your primary responsibility now is to generate:

(1) specific *goal statements* relevant to that selected broad goal area, and

(2) particular *reasons* why each goal statement should be included in the district's goal hierarchy.

Naturally, you're invited to generate goal statements and reasons for the other five goal areas as well, but please try to produce a substantial number of responses in your selected goal areas before moving into the other five goal areas.

Generating goal statements is the same as "spelling out" the broad goal area. For instance, here are some possible goal statements for the broad goal area of "Citizenship":

(1) That students know about the American system of government.

(2) That students learn to be responsible voting citizens.

(3) That students be able to analyze all sides of an issue.

(4) That students be aware of the civil rights guaranteed them by the U.S. Constitution.

. . . and so forth.

Generate as many goal statements as you think are necessary "to spell out" the goal area. Try to stay focused, however, on *what* the goal area means, and avoid, if possible, including statements related to *how* the goal area should be achieved. In addition, draw upon the discussions in which you participated tonight and upon the background information you received.

Thanks very much for your time and help.

Sincerely yours,

The Steering Committee
Community-Based Goal Definition
Emerald School District

Response Form #1

Generating Initial Goal Statements and Reasons for Including the Statements in the Goal Hierarchy

Please complete and return within ten days to The Steering Committee, Community-Based Goal Definition, District Office, Emerald School District.

Section I: Generating Goal Statements and Reasons Relevant to Your Selected Broad Goal Area

1.0 **Basic Skills Education.** This area of education has to do with developing a student's ability to think and with developing a mastery of the use of numbers and language—an ability to measure, compute, read, write, speak, listen, reason, etc.

Relevant Goal Statements	Reasons for Including Each Statement in the District's Goal Hierarchy
1.	1.

(See reverse side for additional goal areas)

Section II: Generating Goal Statements and Reasons Relevant to the Other Five Broad Goal Areas

	Relevant Goal Statements	Reasons for Including Each Statement in the District's Goal Hierarchy
Citizenship	1.	1.
Moral and Spiritual Development	1.	1.
Cultural Development	1.	1.
Economic Life and the World of Work	1.	1.
Health and Recreation	1.	1.
Other Areas	1.	1.

5. First Meeting of CAC Members

Finally, in early November, Steering Committee members worked with district staff members to prepare 120 packets of materials for distribution to CAC members during their first meeting in mid-November. Each packet included (a) a letter of welcome and appreciation from the district's superintendent and board; (b) a brief description of the purposes and timeline for goal definition activities; (c) a roster of CAC members and description of their responsibilities; (d) copies of the various background documents, including the questionnaire results, the district's current educational philosophy and goals, the state department's recommended goals, and the illustrative goal sets from other school districts; and (e) a detailed agenda for the first meeting of the CAC. Some members of the Steering Committee felt that the packet of materials should be sent to CAC members prior to the first meeting; the majority felt, however, that the materials were rather complicated and would be more effective if they were carefully presented to CAC members during the course of the meeting.

Actually, two introductory meetings, each like the other, were held for the CAC, and members were invited to attend either session at their convenience. Emerald's superintendent and its board chairman opened each meeting with a few words of welcome and appreciation to CAC members for their willingness to participate in the district's goal definition process. The district's SPECS Coordinator presented an overview of the various SPECS activities that had occurred during the prior school year, so that CAC members would understand the context in which their goal definition activities would take place. And then a representative of the Steering Committee described in detail Emerald's planned strategy for involving CAC members in generating, refining, and approving a hierarchy of broad educational goals.

Following these introductory comments, CAC members were asked to review the six broad goal areas and to identify one or two areas of particular interest. Six stations, one for each goal area, were established in the meeting room, and CAC members were asked to distribute themselves as evenly as possible among the six stations without violating their personal preferences for goal areas any more than necessary. For the next hour or so, the individuals in each subgroup were invited to discuss in detail their particular broad goal area. They were asked to share their perceptions of the goal area, to consider how it might be disaggregated into more specific goal statements, and to discuss why certain of those goal statements ought to be included in the district's goal hierarchy. CAC members were certainly free to circulate among all six subgroups, but they were encouraged to identify themselves primarily with one or two of the goal areas.

One Steering Committee member moderated the discussion in each subgroup, not to control or influence suggested goal statements, but to keep participants focused on the group's particular broad goal area. The remaining members of the Steering Committee circulated among the six groups and amplified on the various background materials that had been prepared as input to the CAC. As each of these materials was presented and discussed, the members of each subgroup paid special attention to those parts that were especially relevant to their particular broad goal area.

After an hour or so of small group discussions, the SPECS Coordinator reconvened the total group and answered general questions from CAC members. He then asked them to think back about the evening's discussions and to identify the one or two goal areas for which they would be especially willing to generate a number of goal statements by means of Response Form #1. Based on their choices, the appropriate version of each form was distributed to each CAC member, and he or she was asked to complete the form anonymously and to return it by mail to the Steering Committee within two weeks.

6-7. Response Form #1: Return, Collation, and Editing

By the first week in December, completed copies of Response Form #1 had been received from approximately 100 of the 120 CAC members. Because the responses were anonymous, there was no way to identify the 20 CAC members who had not yet responded. Therefore, a general letter was sent to all CAC members, informing them of the number of responses received and encouraging those who had not yet responded to do so as soon as possible. Within a week after the follow-up letter, 15 more completed copies of Response Form #1 had been received in the district office.

Upon receipt of the first completed copies of the response form, a group comprised of the district's SPECS Coordinator, members of the Steering Committee, and one or two district office staff members began to collate and edit the suggested goal statements and their accompanying reasons. Without tampering with the content of any suggested goal statement, the group worked very hard to remove redundancies and to present all of the statements in a compatible form and at a comparable level of specificity. The product of this collating and editing job, completed in late December, was a cumulative list of nearly 90 suggested goal statements, each accompanied by reasons for including it in the district's final goal hierarchy. The goal statements and reasons were organized into seven clusters—the original six broad goal areas, plus a seventh cluster of suggested goal statements that were not directly relevant to any of the original six broad goal areas.

8-9. Response Form #2: Preparation and Distribution

The next step in the process called for CAC members to sort through the suggested goal statements and weed out those statements that had limited support of members. Prior to this sorting process, it seemed wise to give CAC members an opportunity to review all of the goal statements and reasons generated to date and then to ask them to consider possible reasons for *excluding* one or more of the goal statements from the hierarchy. Response Form #2 (see Figure 9), which was distributed in early January, was designed to provide CAC members with this opportunity. It asked them to think about reasons for excluding particular goal statements and then to bring these reasons with them (along with any additional reasons they wanted to add for including particular goal statements) to a second CAC meeting in mid-January. CAC members who were unable to attend the meeting were asked to complete the response form and return it to the district office as soon as possible.

Figure 9: Response Form #2 and Its Accompanying Cover Letter

January 2, 19...

Dear CAC member,

Six weeks ago you attended the first meeting of Emerald School District's Community Advisory Committee. At the conclusion of that meeting, you received a copy of Response Form #1, and you were asked to generate during the next two weeks (1) specific goal statements relevant to at least one broad goal area and (2) particular reasons why each goal statement should be included in the district's goal hierarchy.

By mid-December, we had received completed copies of Response Form #1, from 115 of the 120 members of the CAC. This was a very good rate of response and we certainly do appreciate your cooperation and assistance.

During the past month, the district's SPECS Coordinator, members of the Steering Committee, and available district office staff members have collated the suggested goal statements and the accompanying reasons. By cutting, pasting, and careful editing, we have gradually been able to remove redundancies among the suggested goal statements and reasons, move them to a common level of specificity, and present them in a standard format. To the extent possible, of course, we have assiduously avoided tampering with the content of any of the goal statements or reasons, for we have seen our responsibility primarily as one of editing, formating, and organizing.

The product of our work, completed last week, is the enclosed version of Response Form #2—a cumulative list of suggested goal statements, with reasons for their inclusion in the district's goal hierarchy. They are organized into seven clusters—the original six broad goal areas, plus an additional cluster of suggested goal statements that are not directly relevant to any of the original six areas.

Prior to the next meeting of the CAC scheduled for January 15, please review these goal statements and reasons, add other reasons for *including* particular statements, and, most importantly, generate possible reasons for *excluding* particular goal statements from the goal hierarchy. Treat Response Form #2 as a worksheet, and bring it with you on January 15.

Thanks, and see you soon.

Sincerely yours,

The Steering Committee
Community-Based Goal Definition
Emerald School District

Response Form #2

Generating Reasons for Excluding Particular Goal Statements from the District's Goal Hierarchy

Suggested Reasons for Including Each Statement in the District's Goal Hierarchy	Goal Statements Generated by CAC Members on Response Form #1	Suggested Reasons for Excluding Particular Statements from the Goal Hierarchy
• Early vocational awareness is important for career selection and program planning • Students should be aware of both opportunities *and* limitations in particular occupations	5.1 To gain an awareness of vocational opportunities in a variety of occupational areas	•
• Real-life experiences develop skills more effectively than classroom experiences • Real-life experiences give students a better knowledge base for making vocational choices	5.2 To develop work skills in "on-the-job" situations	•
• Having only general vocational skills is certainly preferable to having none at all • General skills can always be the basis for developing more specialized skills	5.3 To gain general skills that have possible marketable value and will be useful in many types of jobs	•
• Students should be well aware of the rapidly changing economic world and of both the creation and attrition of jobs	5.4 To be prepared for life in a rapidly changing world of work	•

10. Second Meeting of CAC Members

Meetings were again held on alternative nights, and CAC members were invited to attend whichever meeting was more convenient for them. During each session, seven stations were established (one for each cluster of goal statements presented in Response Form #2), and those attending were asked to circulate among the stations, share their reasons, and discuss the rationale for including or not including particular goal statements in the district's goal hierarchy. At least one Steering Committee member was assigned to each small group to keep the discussion focused on that group's particular goal statements and to record the suggested reasons on a large wallchart. In addition, if a CAC member wanted to add a new goal statement to the list, the Steering Committee member recorded the statement and then solicited reasons for including or excluding it from the goal hierarchy. Throughout the evening, members of the Steering Committee did their best to stimulate and record debate over the value of each goal statement included in each of the seven goal clusters. Finally, at the close of each meeting, CAC members turned in their completed copies of Response Form #2, so that all of the suggested goal statements and reasons could be collated and a third response form could be prepared for weeding out those goal statements supported by only a few CAC members.

11-15. Response Form #3: Preparation, Distribution, Return, Tabulation, and Reporting of Results

This third response form (see Figure 10) presented in booklet form a compilation of the 89 goal statements that had been generated by CAC members and that had survived the editing process. It also included the various reasons that had been given for incorporating or not incorporating each goal statement in the district's goal hierarchy. And it included a form that respondents could use to indicate whether or not they personally felt each goal statement should be part of the district's final goal hierarchy.

Response Form #3 was sent to all CAC members in early February, and by mid-February 116 completed forms had been returned to the Steering Committee. The individual responses were tabulated for each goal statement, and an arbitrary "inclusion-exclusion rule" was applied: If 20 percent or more of the respondents felt that a goal statement should *not* be a potential statement for the goal hierarchy, it was immediately deleted; all other statements remained potential candidates for inclusion in the hierarchy. As a result of this screening activity, 15 of the 89 goal statements presented in Response Form #3 were removed from further consideration. In early March, a brief report which listed the remaining 74 goal statements, as well as the 15 that had been deleted, was sent to all CAC members.

16-17. Development of a Proposed Goal Hierarchy by a Special Task Force

The 74 goal statements that had survived the screening process were also reported to a special Component Four task force comprised of two citizen members of the Steering Committee and two professional staff members of the district (one an elementary school grade level chairperson, the other a high school department chairperson). The job of the task force was twofold: (1) to organize the CAC-generated goal statements into a multilevel hierarchy of goals; and (2) to generate any additional goal statements (with appropriate reasons) that might be needed to fill gaps in the resulting hierarchy. The challenge facing the task force was to develop a conceptually complete goal hierarchy that included, but was not limited to the 74 goal statements suggested by CAC members.

By late March, the task force had completed its work and was prepared to present its proposed hierarchy of goal statements to the Steering Committee. The original six broad goal areas had been expanded into 13 "goal sets," each consisting of a series of more specific goal statements. In addition, the goal statements had been color-coded to distinguish between the 74 statements generated by the CAC and 52 additional statements that the task force felt should be included in the hierarchy to "fill it out."

Steering Committee members were generally very pleased with the work done by the task force, and they were particularly pleased that the integrity of the original 74 goal statements had been so well preserved. After making only a few minor revisions in the proposed goal hierarchy, the Steering Committee suggested that the SPECS Coordinator prepare it for presentation to the entire CAC at a meeting in early April. They wanted to give CAC members a final opportunity to review the hierarchy and to argue for or against inclusion of particular goal statements, especially those that had been suggested by the task force.

18. Third Meeting of CAC Members

As usual, meetings were scheduled on two alternative nights, and CAC members were invited to attend whichever session would be more convenient for them. After presenting the proposed goal hierarchy, the SPECS Coordinator invited participants to circulate among subgroups organized around each of the 13 goal sets and to argue for or against inclusion of particular statements in each goal set. Within each subgroup, a Steering Committee member or a staff member of the district's central office moderated the discussion and recorded any new reasons that were suggested for including or excluding particular goal statements from the proposed hierarchy. In addition, since the 52 goal statements recommended by the task force were accompanied only by reasons *for* including them in the hierarchy, special attention was paid to generating reasons for *not* including them in the final goal hierarchy.

February 1, 19

Dear CAC member,

The next step in our goal definition process calls for you and other CAC members to review all of the goal statements that have been generated to date and then to weed out those statements that are supported by only a small number of CAC members.

Response Form #3 has been designed for this purpose. It includes a booklet of the 89 goal statements that have been generated by CAC members during the past two months as well as the various reasons that have been suggested by CAC members for and/or against incorporating each goal statement in the district's goal hierarchy. In addition to the booklet of goals and reasons, Response Form #3 also includes a sheet that you can use to indicate whether, on balance, you think each goal statement should or should not be a potential statement in the district's goal hierarchy.

Please review the goal statements and reasons carefully, record your decisions on the response sheet, and return the sheet to us at the district office within two weeks. As soon as possible, the responses received from CAC members will be tabulated for each of the 89 current goal statements, and then an arbitrary "inclusion-exclusion rule" will be applied: If 20 percent or more of the members of the CAC feel that the goal statement should be excluded from further consideration as a potential statement in the district's goal hierarchy, it will immediately be deleted; if not, the statement will remain intact as a potential candidate for inclusion in the hierarchy.

Please return your responses to us just as soon as possible. A report on the outcome of this sorting process and a description of the planned next steps will be sent to you in early March.

Sincerely yours,

The Steering Committee
Community-Based Goal Definition
Emerald School District

Response Form #3

As you read each of the 89 goal statements in the accompanying booklet and the suggested reasons for including or excluding each goal statement in the district's goal hierarchy, make your own decision regarding *inclusion* (I) or *exclusion* (E) and record it below by circling the appropriate letter. Please return this completed response sheet to the district office within two weeks. Thank you.

1.0 BASIC SKILLS			2.0 MORAL/SPIRITUAL			4.0 CITIZENSHIP		
1.1	I	E	2.1	I	E	4.1	I	E
1.2	I	E	2.2	I	E	4.2	I	E
1.3	I	E	2.3	I	E	4.3	I	E
1.4	I	E	2.4	I	E	4.4	I	E
1.5	I	E	2.5	I	E	4.5	I	E
1.6	I	E	2.6	I	E	4.6	I	E
1.7	I	E	2.7	I	E	4.7	I	E
1.8	I	E	2.8	I	E	4.8	I	E
1.9	I	E	2.9	I	E	4.9	I	E
1.10	I	E	2.10	I	E	4.10	I	E
1.11	I	E	2.11	I	E	4.11	I	E
1.12	I	E	2.12	I	E	4.12	I	E
1.13	I	E	2.13	I	E	4.13	I	E
1.14	I	E	2.14	I	E	4.14	I	E
1.15	I	E				4.15	I	E
1.16	I	E	3.0 ECONOMIC LIFE			4.16	I	E
1.17	I	E	3.1	I	E	4.17	I	E
1.18	I	E	3.2	I	E	4.18	I	E
1.19	I	E	3.3	I	E	4.19	I	E
1.20	I	E	3.4	I	E			
1.21	I	E	3.5	I	E			
1.22	I	E	3.6	I	E			
			3.7	I	E			

Figure 10: Response Form #3 and Its Accompanying Cover Letter

2.14 To develop an understanding of human sexuality in all of its aspects—moral, biological, and spiritual—at all grade levels depending upon students' readiness

Reasons for Inclusion	Reasons for Exclusion
• Knowledge of only the biology of human sexuality is not sufficient • All institutions of society need to take some responsibility for this important aspect of human experience • Depending upon students' readiness, this topic should be dealt with at every age level	• It is inappropriate for public schools to teach moral or spiritual values with respect to anything • Sexuality is not an appropriate topic for discussion in an elementary school classroom

BROAD GOAL AREA 3.0: ECONOMIC LIFE

3.1 To gain an awareness of vocational opportunities in a variety of occupational areas

Reasons for Inclusion	Reasons for Exclusion
• Early vocational awareness is important for career selection and program planning • Students should be aware of both opportunities *and* limitations in particular occupations	• Exposure to vocational opportunities will inevitably be group-oriented and not directed at an individual student's interests and abilities

3.2 To develop work skills in "on-the-job" situations

Reasons for Inclusion	Reasons for Exclusion
• Real-life experiences develop skills more effectively than classroom experiences • Real-life experiences give students a better knowledge base for making vocational choices	• There is no way to provide all students with real-life experiences • Real-life work experiences are very expensive to provide • Real-life work experiences for students reduce employment opportunities for adults

3.3 To gain general skills that have possible marketable value and will be useful in many types of jobs

Reasons for Inclusion	Reasons for Exclusion
• Having only general vocational skills is certainly preferable to having none at all • General skills can always be the basis for developing more specialized skills	• While it may make sense in theory, having only general vocational skills has little marketable value in practice • Vocational skills differ so widely that it is better for students to specialize as soon as possible in a particular vocational area

3.4 To be prepared for life in a rapidly changing world of work

Reasons for Inclusion	Reasons for Exclusion
• Students should be well aware of the rapidly changing economic world and of both the creation and attrition of jobs • The prediction is that all of us will change our occupations at least once during our careers	• There is not yet a sufficiently well-developed base of information to provide students with more than some historical trends and some obvious predictions for the future • The world of work for most of us is nowhere near as rapidly changing as some would have us believe

3.5 To plan for an organized and productive life beyond school

Reasons for Inclusion	Reasons for Exclusion
• The whole purpose of school is to prepare students to lead an organized and productive life after school	• Too much like apple-pie and country: The goal statement doesn't really say very much

19-22. Response Form #4: Preparation, Distribution, Return, Tabulation, and Use of Results

Following the meetings, the SPECS Coordinator prepared Response Form #4 (see Figure 11) and mailed it to all CAC members in mid-April. Like the third response form, this fourth one included a response sheet and a booklet of goal statements and reasons. This time, however, the goal statements were organized into a hierarchy of thirteen goal sets and each goal set included two subsets of goal statements, those generated by the CAC and those suggested by the special Component Four task force. The task for CAC members this time was to review carefully (1) the goal statements in each set, (2) the reasons presented in Response Form #3 for including or excluding particular CAC-generated goal statements in the hierarchy, and (3) the reasons discussed during the meeting in early April for including or excluding particular task force-generated goal statements. Then, based on their review, CAC members were asked to indicate on the accompanying response sheet (1) which, if any, of the CAC-generated goal statements should be deleted from the hierarchy, and (2) which, if any, of the task force-generated goal statements should be added to it.

By the first week in May, responses had been received from 115 of the 120 members of the CAC. Results were tabulated for each of the 13 goal sets, and once again an "inclusion-exclusion rule" was applied to determine which statements should be part of the district's goal hierarchy. If 80 percent or more of the CAC members voted to *exclude* one of the original CAC-generated goal statements, it was deleted; if 80 percent of them voted to *include* one of the task force-generated statements, it was added to the hierarchy. Since the CAC was as representative of Emerald School District's community as possible, the Steering Committee felt that CAC-generated goal statements should have a considerably better chance of inclusion in the goal hierarchy than statements suggested by non-CAC members. When all tabulations were complete, it was discovered that 65 of the 74 CAC-generated goal statements had been retained and that 39 of the 52 task force-suggested goal statements had been added. With the help of district office staff, the Steering Committee prepared the final product of eight months of Component Four activities: a hierarchy of 104 community-defined, broad educational goals for Emerald School District, a copy of which comprises the final section of this booklet.

23. Fourth Meeting of CAC Members

In mid-May, CAC members were invited to attend a final meeting to review the product of their efforts before it was presented to the district's board of education. Following distribution of the hierarchy and a brief review of its basic content, the SPECS Coordinator described the next steps for presenting the hierarchy to the board and for disseminating it throughout the community. The meeting concluded with a few brief words of appreciation from the district's superintendent for the work done by members of the Steering Committee and the CAC.

24. Presentation of Completed Goal Hierarchy to Board of Education

Two nights later, during a regular board meeting, the district's SPECS Coordinator and a representative of the Steering Committee reviewed the goal definition activities of the prior eight months and presented the completed goal hierarchy to the board and public. They also discussed their Component Five plans for identifying the degree and quality of match between the specific outcomes of district programs and the community expectations expressed in the hierarchy of broad goals. After the brief presentation was complete and a few questions raised by board members had been answered, the board expressed its considerable appreciation to all who had participated in the goal definition process, and it voted unanimously to accept the CAC's goal hierarchy as the community's input to Component Five.

Finally, the board took two other actions. It authorized the Steering Committee to disseminate the completed goal hierarchy throughout the district by producing a large wallchart for the board room, purchasing newspaper space in which to display sections of the hierarchy over the course of several days, and producing a goal booklet for distribution to staff, students, parents, and interested citizens. And, in recognition of the fact that a community's expectations of its schools are always in flux, the Emerald School Board asked Steering Committee members to propose a set of procedures for annually reviewing the goal hierarchy.

April 15, 19__

Dear CAC member,

We are nearing the end of our goal definition process. The enclosed response form, the last you will receive, asks you to make a final decision on the particular goal statements that should be included in the district's goal hierarchy.

Last February, you and other CAC members voted by means of Response Form #3 to delete 15 of the original 89 CAC-generated goal statements from further consideration in the district's goal hierarchy. The remaining 74 goal statements were forwarded to a special Component Four task force comprised of two professional staff members and two citizen members of the Steering Committee. This task force was given responsibility for (1) organizing the statements into a multi-leveled hierarchy or structure of goals and (2) generating, with appropriate reasons, any additional goal statements that they felt should be added to fill gaps in the resulting hierarchy.

The task force worked throughout March and presented its proposed goal hierarchy to the full CAC during a special meeting earlier this month. During the meeting, you and other CAC members reviewed the proposed hierarchy—which was now organized into 13 goal sets and included both the 74 CAC-generated goal statements and the 52 additional goal statements suggested by the task force—and you were invited to generate any final reasons for including or excluding particular goal statements.

It's now time for you to make a final decision on the hierarchy. Review carefully the enclosed booklet of goal statements. Note that within each goal set the goal statements generated by CAC members are clearly distinguished from those suggested by members of the task force. Review also the reasons presented in Response Form #3 for including or excluding particular CAC-generated goal statements in the hierarchy and the reasons discussed during the meeting in early April for including or excluding particular task force-generated goal statements. Based on that review, indicate on the enclosed response sheet (1) which, if any, of the CAC-generated goal statements should be deleted and (2) which, if any, of the task force-generated goal statements should be added to the hierarchy.

Please return your response sheet to us within the next two weeks. When all responses have been tabulated, we will apply a second "inclusion-exclusion rule": If 80 percent or more of the members of the CAC want to *delete* one of the original CAC-generated goal statements, it will be deleted; if 80 percent or more of the members of the CAC want to *include* one of the task force-suggested statements, it will be added to the hierarchy. We hope to be able to present the resulting goal hierarchy to the full CAC during a final meeting in mid-May and to the board of education in late May.

Once again, may we express our sincere thanks to you for your continued cooperation and assistance.

Sincerely your,

The Steering Committee
Community-Based Goal Definition
Emerald School District

Response Form #4

As you review each of the 126 goal statements organized into the thirteen goal sets, *circle below* (1) the numbers of those CAC-generated goal statements that should now be deleted from the district's goal hierarchy and (2) the numbers of those task force-generated goal statements that should now be added to the hierarchy.

A - BASIC SKILLS

Delete these CAC statements	Add these task force statements
A-1	A-13
A-2	A-14
A-3	A-15
A-4	A-16
A-5	A-17
A-6	A-18
A-7	A-19
A-8	A-20
A-9	
A-10	
A-11	
A-12	

B - ARTS AND HUMANITIES

Delete these CAC statements	Add these task force statements
B-1	B-9
B-2	B-10
B-3	B-11
B-4	B-12
B-5	B-13
B-6	B-14
B-7	B-15
B-8	

C - SCIENCES

Delete these CAC statements	Add these task force statements
C-1	C-7
C-2	C-8
C-3	C-9
C-4	
C-5	
C-6	

D - MORAL VALUES

Delete these CAC statements	Add these task force statements
D-1	D-4
D-2	D-5
D-3	D-6

Figure 11: Response Form #4 and Its Accompanying Cover Letter

Goal Set B: Arts and Humanities

- *Original CAC-Generated Goals Statements*

  Listed below are the eight goal statements relevant to "Arts and Humanities" that were originally generated by members of the district's Community Advisory Committee. In light of the reasons given for excluding any of these statements and/or the additional goal statements suggested by the task force, *do you now want to delete any of the following from the district's goal hierarchy?* (Indicate your answers on the accompanying response sheet.)

  "Development of each student's knowledge, skills, and values related to ARTS AND HUMANITIES means developing . . ."

B-1 an awareness of different forms of literature;

B-2 a perspective of the arts as an integral part of other learning experiences;

B-3 the ability to analyze a literary work and make qualitative judgments about it;

B-4 an appreciation of the arts through participation and/or attendance at programs, performances, and exhibits;

B-5 the ability to experiment with different forms of writing—poetry, prose, fiction, nonfiction, etc.;

B-6 the powers of creativity and imagination through participation in the arts;

B-7 the ability to think objectively about modern situations by placing them in historical perspective; and

B-8 the ability to speak and read one foreign language.

- *Additional Task Force-Suggested Goal Statements*

  Listed below are the seven goal statements relevant to "Arts and Humanities" that have been suggested by the district's special Component Four task force. In light of the reasons given for including any of these statements, *do you now want to add any of the following to the district's goal hierarchy?* (Indicate your answers on the accompanying response sheet.)

B-9 an awareness of all forms of art;

B-10 the ability to use literature to broaden one's experience and provide insight into the human condition;

B-11 an awareness of community programs in the arts and one's participation in them;

B-12 the ability to express and release inner sensitivities through various art forms;

B-13 a knowledge of the historical development of man and societies;

B-14 an understanding of the political, economic, historical, and social interrelationships among past and present cultures; and

B-15 an appreciation of music and/or the ability to participate in its creation.

25. Development of Procedures for Reviewing and Revising the Goal Hierarchy

To stimulate the recycling process, at least during the next three years, the Steering Committee proposed the following set of procedures:

1. As soon as possible, the district's SPECS Coordinator would organize a special committee of approximately 12 members, including both former Steering Committee members and former CAC members. This committee would assume major responsibility for coordinating review and revision of the district's goal hierarchy each year.
2. When each summer's Component Five activities were complete, the final report of matches and gaps between program outcomes and community expectations, as well as specific recommendations for improving the degree and quality of match, would be provided to each member of the special committee.
3. Early in each of the next two school years, a copy of the goal hierarchy would be published in local newspapers. Accompanying the goal statements would be a form that district residents could use to indicate:
   a. their desire to see a particular goal statement *deleted*, and their reasons for that request;
   b. their desire to see a particular goal statement *modified*, and their reasons for that request;
   c. their desire to see a particular goal statement *added*, and their reasons for that request.
4. Each year, as soon as possible, the special committee would sort through the Component Five recommendations and suggestions sent in by district residents and would make whatever changes in the current goal hierarchy committee members considered advisable. After the committee had completed its work, the refined goal hierarchy would be presented to the district's board for approval. If accepted by the board as the community's current input to Component Five, the revised goal hierarchy would be disseminated appropriately.
5. Finally, early in the third year, a new Steering Committee would be organized to develop processes for involving a substantial number of citizens in a thorough review, revision, and refinement of the district's goal hierarchy.

For the moment, however, the initial cycle of Component Four goal definition had been completed in Emerald School District, and the resulting goal hierarchy had been recognized by the board of education as the community's input to program planning and evaluation.

This simulated goal hierarchy is based almost entirely on the goal hierarchy produced in 1972-73 as part of the SPECS Pilot Project in South Lane School District, Cottage Grove, Oregon.

III. Emerald School District's Completed Hierarchy of Community-Defined Educational Goals

Developed during the
19__-19__ School Year

A Word of Introduction

In November 19...., a group of 120 residents of Emerald School District met for the first time to address the question, "What should Emerald's schools be doing for students?" Seven months later, members of the district's Community Advisory Committee presented this booklet of broad goals to the board of education for its review and acceptance as the community's input to Component Five of SPECS.

During their seven months of work, CAC members attended four meetings and anonymously completed four response forms. At the first meeting, they learned of current district and state department goals, received the results of an opinion survey conducted among some 2000 adults and 1000 students in the district, and examined several alternative sets of goals developed for public schools. Following the meeting, CAC members generated nearly 100 goal statements, each accompanied by one or more reasons for including it in the district's goal hierarchy. After generating and discussing reasons for *not* including particular goals in the hierarchy, CAC members reviewed their total list of suggested goal statements in an effort to screen out those goals that were not generally supported by most CAC members.

The 74 goal statements that survived the screening process were then forwarded to a special task force comprised of two professional staff members and two citizens. The job of the task force was to organize the 74 CAC-generated statements into a goal hierarchy and to fill in gaps in the hierarchy with additional suggested statements. The resulting proposed hierarchy of goals was then presented to CAC members during a special meeting, so that they could argue for or against inclusion in the hierarchy of any of the original 74 CAC-generated statements or the 52 additional statements suggested by task force members. The final response form sent to CAC members in May asked them to make a final judgment on each of the 126 proposed goal statements. When the results were tabulated, CAC members had voted to exclude 9 of their original statements and to include 39 of the statements suggested by the special task force. This total complement of 104 goal statements, organized into 13 goal sets, comprises

1

the rest of this booklet. Pages 3-4 present the overall structure of the hierarchy; the remaining pages present the specific goal statements in each goal set.

After meeting in early May to review the completed goal hierarchy, the CAC met with the district's board of education, presented the goal hierarchy, and reviewed the specific activities that had led to its development. Following the presentation and discussion of a few brief questions, the board formally accepted the goal hierarchy as the community's input to Component Five of SPECS and requested that it be disseminated widely throughout the district.

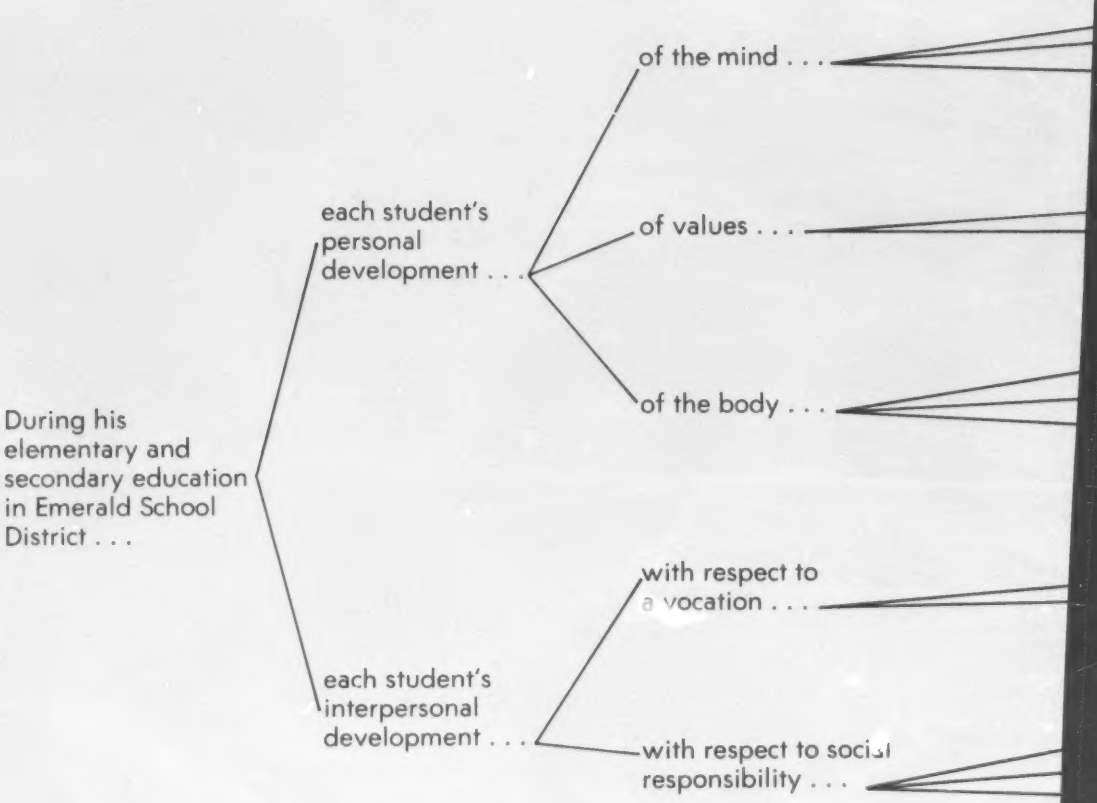
This extensive goal definition effort would certainly not have been possible without the continued support of the members of the CAC. All four meetings of the CAC were extremely well attended, and the response rate on all four response forms was unusually high. For their considerable help, the board and I want to express our sincere appreciation to all 120 members of the CAC.

In addition, we want to express our special thanks to the district's SPECS Coordinator and to the ten members of the Steering Committee who planned, organized, and coordinated the entire goal definition effort. Their contribution of considerable time and energy to the project is appreciated by all who have been involved.

We're ready now to get on with the challenge of identifying matches and gaps between the desired and actual outcomes of current district programs and the community expectations described in the remainder of this book. A report on those matches and gaps will be made public as soon as the information is available.

Marion F. Willis
Superintendent
June 1, 19....

The Structure of Community-Defined Educational Goals in Emerald School District


During his elementary and secondary education in Emerald School District . . .
each student's personal development . . .
of the mind . . .
of values . . .
of the body . . .
each student's interpersonal development . . .
with respect to a vocation . . .
with respect to social responsibility . . .

___ should include development of a set of BASIC SKILLS. (Goal Set A)

___ should include development of knowledge, skills and values related to THE ARTS AND HUMANITIES. (Goal Set B)

___ should include development of knowledge, skills and values related to THE SCIENCES. (Goal Set C)

___ should include development of a set of MORAL VALUES. (Goal Set D)

___ should include development of a set of RELIGIOUS VALUES. (Goal Set E)

___ should include development of knowledge, skills, and values related to ATHLETICS. (Goal Set F)

___ should include development of knowledge, skills, and values related to HEALTH. (Goal Set G)

___ should include development of knowledge, skills, and values related to LEISURE AND RECREATION. (Goal Set H)

___ should include development of CAREER AWARENESS. (Goal Set I)

___ should include development of VOCATIONAL SKILLS. (Goal Set J)

___ should include development of SOCIAL RESPONSIBILITY TO FELLOW HUMANS. (Goal Set K)

___ should include development of SOCIAL RESPONSIBILITY TO THE ENVIRONMENT. (Goal Set L)

___ should include development of SOCIAL RESPONSIBILITY TO STATE AND NATION. (Goal Set M)

Goal Statements related to Goal Set A: BASIC SKILLS

Listed below is a set of eleven goal statements directly related to BASIC SKILLS.

Development of each student's BASIC SKILLS means developing . . .

A-1) the ability to communicate in both oral and written form;

A-2) the ability to read, write, and do basic arithmetic;

A-3) the ability to listen;

A-4) the ability to spell;

A-5) a knowledge of where and how to find information;

A-6) a knowledge of how to learn;

A-7) the ability to think critically and creatively including the ability to question one's own powers of reasoning;

A-8) the ability to plan and carry out one's own educational experiences;

A-9) an awareness of one's limitations and her/his potential;

A-10) the ability to read with comprehension; and

A-11) the ability to use computational skills to solve problems.

Goal Statements related to Goal Set B: ARTS AND HUMANITIES

Listed below is a set of nine goal statements directly related to ARTS AND HUMANITIES.

Development of each student's knowledge, skills, and values related to ARTS AND HUMANITIES means developing . . .

B-1) an awareness of all forms of art;

B-2) a perspective of the arts as an integral part of other learning experiences:

B-3) an awareness of community programs in the arts and one's participation in them;

B-4) an appreciation of the arts through participation and/or attendance at programs, performances, and exhibits;

B-5) the ability to express and release inner sensitivities through various art forms;

B-6) the powers of creativity and imagination through participation in the arts;

B-7) the ability to think objectively about modern situations by placing them in historical perspective;

B-8) the ability to speak and read at least one foreign language; and

B-9) a knowledge of the historical development of humanity and societies.

Goal Statements related to Goal Set C: THE SCIENCES

Listed below is a set of eight goal statements directly related to THE SCIENCES.

Development of each student's knowledge, skills, and values related to THE SCIENCES means developing . . .

C-1) an understanding of the order of the physical world and humankind's position in it;

C-2) an understanding of and ability to compare the chemical and physical properties of matter;

C-3) an understanding of the physical characteristics of plants and animals;

C-4) a knowledge of the different theories related to the evolution of man;

C-5) an understanding of the physical and economic geography of the world;

C-6) an understanding of the basic principles of economics;

C-7) the ability to test scientific laws empirically and discover scientific principles—that is, to formulate hypotheses; observe, collect, and classify data; and then analyze, evaluate, and interpret the data to draw conclusions; and

C-8) the ability to use mathematical operations (arithmetic, algebraic, geometric, and trigonometric) to solve scientific problems.

Goal Statements related to Goal Set D: MORAL VALUES

Listed below is a set of seven goal statements directly related to development of MORAL VALUES.

Development of each student's MORAL VALUES means developing . . .

D-1) a respect for one's self as an individual;

D-2) one's own value system and the ability to make value judgments in various moral and spiritual situations;

D-3) an understanding that freedom and responsibility go hand-in-hand;

D-4) an awareness of human worth and its relation to service to humanity;

D-5) a desire for intellectual honesty and a respect for truth;

D-6) an appreciation of quality and the desire to achieve it in all one's endeavors; and

D-7) an understanding of human sexuality in all its aspects—not only the biological, but the moral and spiritual as well.

Goal Statements related to Goal Set E: RELIGIOUS VALUES

Listed below are three goal statements directly related to development of RELIGIOUS VALUES.

Development of each student's RELIGIOUS VALUES means developing . . .

E-1) an understanding and appreciation of religious history and its impact on humankind;

E-2) an understanding of the major religions of the world and the ability to compare and contrast them accurately; and

E-3) a tolerance of others' religious beliefs and practices.

Goal Statements related to Goal Set F: ATHLETICS

Listed below is a set of three goal statements directly related to ATHLETICS.

Development of each student's knowledge, skills, and values related to ATHLETICS means developing . . .

F-1) a healthy body and mind through participation in intramural programs and compulsory physical education programs throughout one's twelve years of school;

F-2) the ability to participate in some way in both team and individual sports; and

F-3) an awareness that sportsmanship and citizenship go hand-in-hand.

Goal Statements related to Goal Set G: HEALTH

Listed below is a set of twelve goal statements directly related to development of HEALTH.

Development of each student's knowledge, skills, and values related to one's HEALTH means developing . . .

G-1) a knowledge of how to care for one's body—of how easily it can be damaged and of what measures to take when injured;

G-2) an appreciation and practice of good personal hygiene;

G-3) good oral habits and the practice of dental hygiene;

G-4) a knowledge of agencies that promote dental hygiene;

G-5) a knowledge of how individuals, communities, and the nation can protect and promote health;

G-6) an awareness of major health problems—TB, VD, cancer, etc;

G-7) a knowledge of the health hazards associated with drugs, tobacco, and alcohol;

G-8) a knowledge of how bodily growth and development influence and are influenced by the structure and functions of one's body, how they follow predictable patterns, and yet how they are unique to one's self.

G-9) a knowledge of the influence of physical, social, mental, economic, and cultural factors upon one's selection of foods and patterns of eating;

G-10) the practice of good dietary habits;

G-11) a knowledge of and ability to give first aid; and

G-12) a knowledge of agencies available for help with physical and/or mental disorders.

Goal Statements related to Goal Set H: LEISURE AND RECREATION

Listed below is a set of two goal statements directly related to LEISURE AND RECREATION.

Development of each student's knowledge, skills, and values related to LEISURE AND RECREATION means developing . . .

H-1) the ability to handle leisure time in a society in which that kind of time will become increasingly available; and

H-2) an interest and skills in a variety of recreational activities that will provide her/him with enjoyment during leisure time throughout one's life.

Goal Statements related to Goal Set I: CAREER AWARENESS

Listed below is a set of seven goal statements directly related to CAREER AWARENESS.

Development of each student's CAREER AWARENESS mean developing . . .

I-1) the ability to plan for an organized and productive life;

I-2) a knowledge of vocational opportunities in a variety of vocational areas;

I-3) the ability to compare and contrast the advantages and disadvantages of professional and nonprofessional work;

I-4) a knowledge of the requirements and opportunities associated with various jobs and careers;

I-5) an awareness of desirable standards and behaviors in today's world of work;

I-6) an interest and ability specifically in task-oriented careers; and

I-7) the ability to feel a sense of accomplishment and pride in earning a living in any field of work.

Goal Statements related to Goal Set J: VOCATIONAL SKILLS

Listed below is a set of twelve goal statements directly related to VOCATIONAL SKILLS.

Development of each student's VOCATIONAL SKILLS means developing . . .

J-1) marketable skills that are useful in many types of jobs;

J-2) specific additional skills in at least one vocational field—logging, sales, construction, etc.—through on-the-job training programs;

J-3) the ability to relate basic skills—reading, writing, arithmetic, and responsibility—to a relevant "life-role" experience;

J-4) the ability to maintain a home—prepare meals, repair small appliances, plan purchases, etc.;

J-5) a knowledge of the world of finance, business management, consumer credit, etc.;

J-6) the ability to prepare and live within a budget;

J-7) the ability to write business letters, complete income tax returns, read insurance and mortgage contracts, and engage in estate planning;

J-8) a knowledge of consumer laws and of the agencies that promote them;

J-9) a knowledge of advertising—its strengths and weaknesses—and practice of good buying habits;

J-10) the ability to drive a car safely;

J-11) a desire for good workmanship in whatever vocation one pursues; and

J-12) a set of values and standards to guide one in spending money most effectively.

Goal Statements related to Goal Set K: SOCIAL RESPONSIBILITY TO FELLOW HUMANS

Listed below is a set of nine goal statements directly related to SOCIAL RESPONSIBILITY TO FELLOW HUMANS.

Development of each student's SOCIAL RESPONSIBILITY TO FELLOW HUMANS means developing . . .

K-1) a respect for the rights and opinions of others regardless of race, color, or creed;

K-2) a sensitivity to the feelings of others and a respect for their ideas;

K-3) a regard for other people and their property;

K-4) an awareness that acquiring personal freedom involves freedom of others;

K-5) the ability to communicate with others of differing views, beliefs, and attitudes;

K-6) the ability to share, work in groups, and be responsible to self and others;

K-7) the ability to arrive at group decision through study, discussion, negotiation, and compromise;

K-8) a pride of self, school, and community; and

K-9) the ability to cope with social change in a rapidly changing world.

Goal Statements related to Goal Set L: SOCIAL RESPONSIBILITY TO STATE AND NATION

Listed below is a set of fifteen goal statements directly related to SOCIAL RESPONSIBILITY TO STATE AND NATION.

Development of each student's SOCIAL RESPONSIBILITY TO STATE AND NATION includes developing . . .

L-1) a knowledge of one's own and other cultures and an understanding of how other cultures have influenced one's own culture;

L-2) an understanding of the world's different power structures;

L-3) an appreciation for and knowledge of America and its history;

L-4) the ability to participate responsibly in America's multi-racial, multi-cultural society;

L-5) an awareness of the different subcultures in America and of their contributions to the larger society;

L-6) an awareness of controversial issues in the community, state, and nation;

L-7) an understanding of both the strengths and weaknesses of the United States;

L-8) a knowledge of democratic government—the rights of voters and the need for respect of duly-constituted authority.

Goal Statements related to Goal Set L: SOCIAL RESPONSIBILITY TO STATE AND NATION (continued)

L-9) a knowledge and practice of the rights, privileges, and responsibilities of citizenship;

L-10) the ability to plan an organized and productive life after graduation from high school;

L-11) a knowledge and acceptance of the social responsibilities that accompany marriage and parenthood;

L-12) a knowledge of programs related to child development and family planning;

L-13) a knowledge of the nature and goals of social institutions—the home, church, school, state, etc.;

L-14) a participation in the workings of local, state, and national governments; and

L-15) a knowledge of the nation's laws—the values they preserve, the individual rights they protect, and the ways in which they restrict individual, group, and governmental powers.

Goal Statements related to Goal Set M: SOCIAL RESPONSIBILITY TO THE ENVIRONMENT

Listed below is a set of six goal statements directly related to SOCIAL RESPONSIBILITY TO THE ENVIRONMENT.

Development of each student's SOCIAL RESPONSIBILITY TO THE ENVIRONMENT includes developing . . .

M-1) an awareness of ecology through study of natural beauty and the environment;

M-2) the practice of responsible behavior toward wildlife;

M-3) an appreciation of and desire to preserve the world's natural beauty;

M-4) an awareness of the need for conservation—in its many facets;

M-5) an understanding of the dangers to our environment created by a rapidly changing technology; and

M-6) a knowledge of the human influence on the environment and of the environment's influence on humans.